

Journal of Collective Bargaining in the Academy

Volume 0 *National Center Proceedings 2017*

Article 43

March 2017

Panel: Professional Development for Adjunct and Tenure-Track Faculty

Gail Mellow

LaGuardia Community College

Follow this and additional works at: <http://thekeep.eiu.edu/jcba>

 Part of the [Collective Bargaining Commons](#), and the [Higher Education Commons](#)

Recommended Citation

Mellow, Gail (2017) "Panel: Professional Development for Adjunct and Tenure-Track Faculty," *Journal of Collective Bargaining in the Academy*: Vol. 0 , Article 43.

Available at: <http://thekeep.eiu.edu/jcba/vol0/iss12/43>

This Proceedings Material is brought to you for free and open access by The Keep. It has been accepted for inclusion in Journal of Collective Bargaining in the Academy by an authorized editor of The Keep. For more information, please contact tabruns@eiu.edu.



Learning Wisdom:

Practice Improvement Through Reflection

National Center on Collective Bargaining, 44th Annual Conference
Creating Solutions in Challenging Times

March 28, 2017

New York, NY



Dr. Gail O. Mellow



By three methods we may learn wisdom:

First, by reflection, which is noblest;

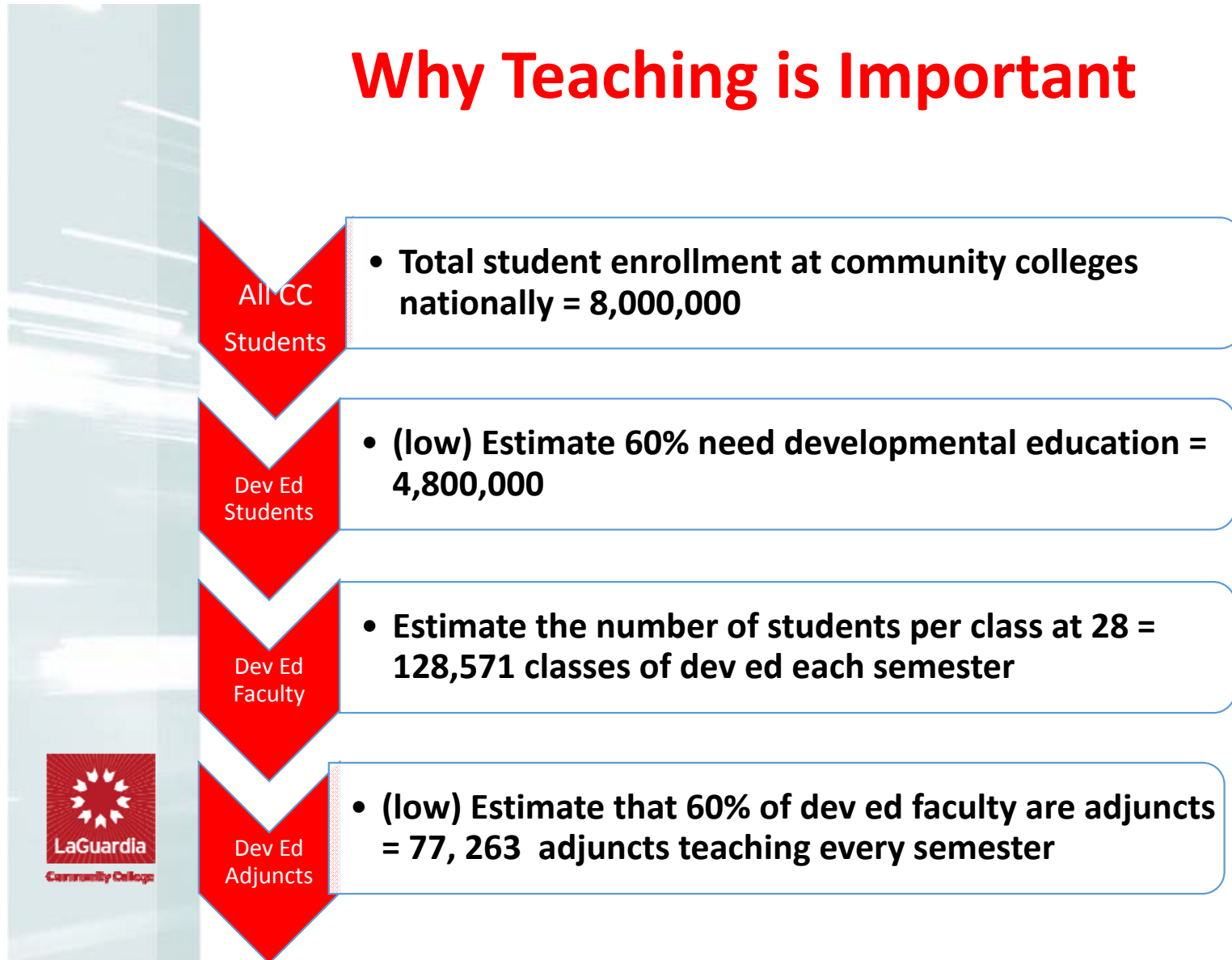
Second, by imitation, which is easiest;

and third by experience, which is the bitterest.

- Confucius



Why Teaching is Important





- If each dev ed professor helped 2 more students per class, pass rates go up 7%
- 4 more students, 14%
- **Faculty** - the under-supported part of the ecosystem



WE ARE THE BOLDEST EXPERIMENT IN HIGHER EDUCATION



• **INQUIRY** - getting a real image of one's teaching, describe it, see it, measure it.

• **REFLECTION** - think about own teaching, individually and with peers, for professional-level advancement.

• **INTEGRATION** - time and space to get better, to try new things, to fail first and succeed later, and move forward in one's own practice

Role of Teaching – Our Theory of Change

Intrinsic motivation

Data-driven –

World needs teaching- generated data





Exemplary Faculty in Complex Teaching Ecosystem

When Tiffany shows me the x-rays of her tumors, I hug her before we walk to the counseling center. Christian's third baby is due next month. Latasha's gunshot wound is healing nicely, and my ballplayers finally turn in their papers after my little talk with their coach."

Professor Terri Shamblin, Monroe CC, NY



Faculty Leaders Create New Ways to Solve Problems

Professional Practice Improvement

- Reflects Faculty **Culture**
- Embedded in actual **Work**
- Backed by **Evidence**
- Made **Visible** - Tags & Patterns
- Powered by **Social**

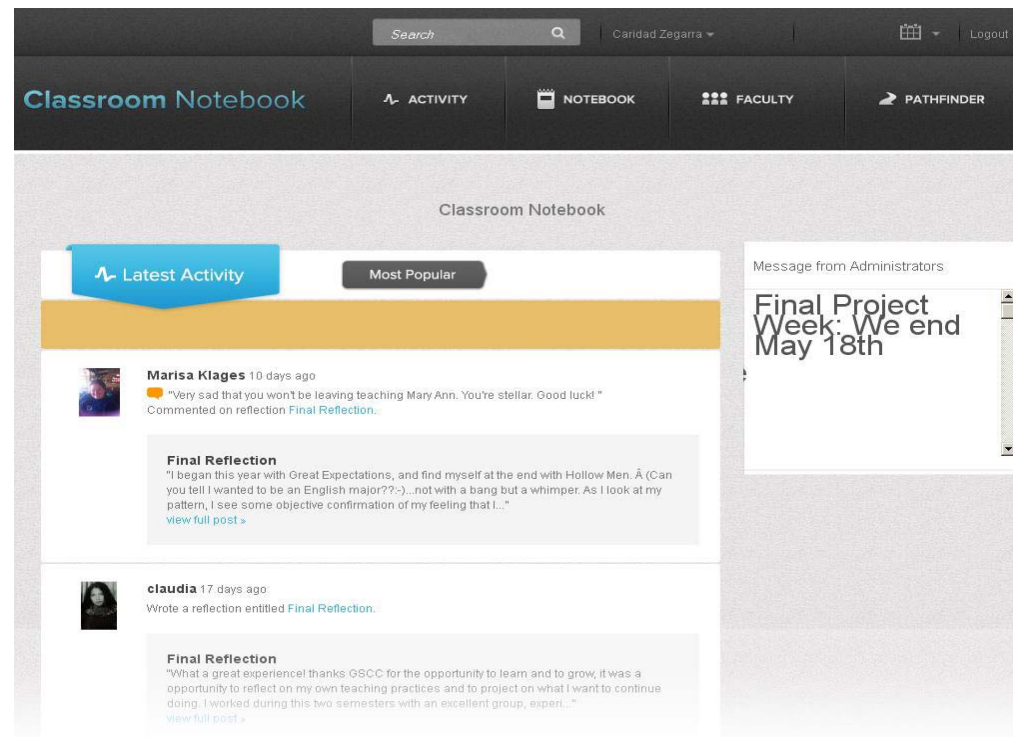
Faculty Use Technology Affordances to Improve the Quality of their Teaching

1. Watched great faculty in action, captured semester of work digitally, derived **TAGS** from this authentic practice in the field, high inter-rater reliability
2. Refined tags to create **PATTERNS**



Better Teachers, Better Students

How Teaching Seriously Works Today



Start with Reflection



Search Caridad Zegarra Logout

Classroom Notebook ACTIVITY NOTEBOOK FACULTY PATHFINDER

Classroom Notebook Week 7

Simplifying and adding radicals Jump to question

Is this a new instructional approach?
Yes

What was the best thing to happen in class?
The new piece was Bronte's playmate analogy to simplifying radicals, and students enjoyed it and "got" it.

What were the learning outcomes?
Students will:

- 1) Simplify radical expressions with various root indices that are rational
- 2) Simplify radical expressions that are irrational
- 3) Convert radical expressions to expressions with rational exponents and vice-versa
- 4) Add/subtract like radicals, simplifying first as needed

Lessons

1. [Simplifying and adding radicals](#)
As students arrived, the ones who remembered gave me the CAT I had sent home the week before about how we are doing in class and what needs to happen so they will be successful (thank you, Stephanie!). (See attachment.) It is always interesting to note ...
[more](#)

[practice midterm exam](#)

Class Detail

A portrait of Joyce Lindstrom, a woman with short grey hair and glasses, wearing a patterned jacket over a blue shirt.

Joyce
Math
Email: jlindstrom@stchas.edu
Telephone: 836-922-8344
Last action: about a month ago
Commented on in [Simplifying Logarithmic Statements](#).

Meta Reflection

February 2013

Su	Mo	Tu	We	Th	Fr	Sa
					1	2

Show Actual Faculty and Student Work





Lessons

1. Simplifying and adding radicals

As students arrived, the ones who remembered gave me the CAT I had sent home the week before about how we are doing in class and what needs to happen so they will be successful (thank you, Stephanie!). (See attachment.) It is always interesting to note ...

[more](#)

 [practice_midterm_exam](#)

 [CAT results for student success 2-26-13](#)

1

Overall Reflection

After two snow days at the end of last week, it seemed that the whole school was relearning what school is about. Initially, students were sluggish in their thinking and their participation. The only way around that, I figured, was to get them active, and, indeed, that helped considerably. Note to self: How long is it going to take you to learn that students are not interested in what you have to say until they have a problem in front of them that they cannot work? (Oh, yes, now I remember.)

telephone: 630-922-0099

Last action: about a month ago

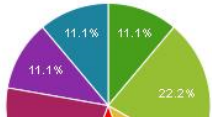
Commented on in [Simplifying Logarithmic Statements](#).

Meta Reflection »

February 2013

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

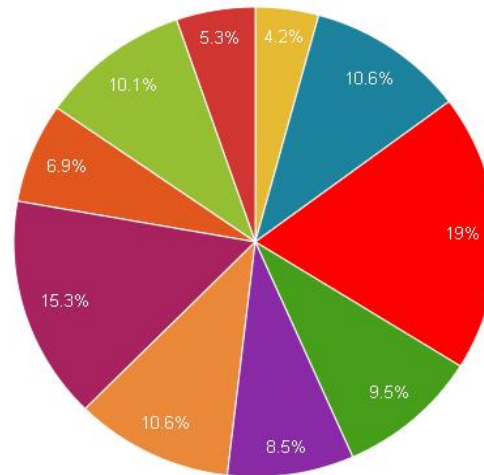
Theme Tags



A pie chart showing the distribution of theme tags. The chart is divided into four segments: a large green segment (22.2%), a purple segment (11.1%), a blue segment (11.1%), and a yellow segment (11.1%).

Tags and Patterns Guide Improvement

Semester Total



Tags and Patterns

motivators and facilitators of practice improvement





Did you deal with any specific student issues?

A follow-up to last week's student issue: I had a student whose initially strong work had taken a nose dive, and she was no longer on MML. When I checked in with her, I learned that her financial aid had not come through yet, and she had been dropped by MML for non-payment after the 17-day free trial. She said she had contacted the financial aid office several times and had not gotten a reply. I asked if she would like for me to contact them; she replied "yes, please", so I did. I sent an email on Saturday and received a reply on Monday morning that the student's funds would be available by 3:00 PM that afternoon. The student is now re-enrolled in MML and progressing well. Whether the funds would have been available that day without my intervention, I do not know. What I do know is that the student is grateful and knows I am on her team, and I am grateful for that.

Comments

Joan Smith 3 months ago

I too completely agree with your tags and would add Mastery because of your adeptness at knowing why your students would set up #4 incorrectly, planning for that error and intentionally addressing it.

👍 0

Stephanie 3 months ago

👍 Today you hit a couple of the themes you were trying to work on. Contextualization because of the word problems and higher order thinking when you asked them to think about how long it would take the 2 guys working together. You are quite the master at peer engagement.

👍 0

Post

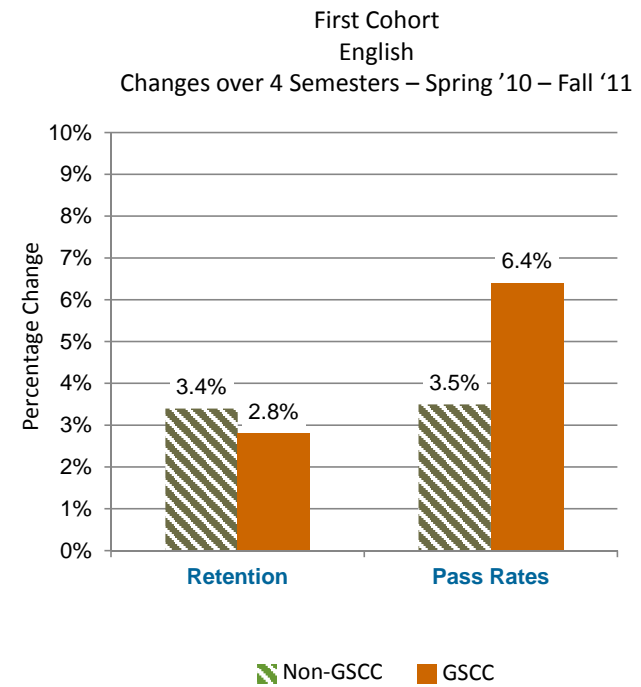
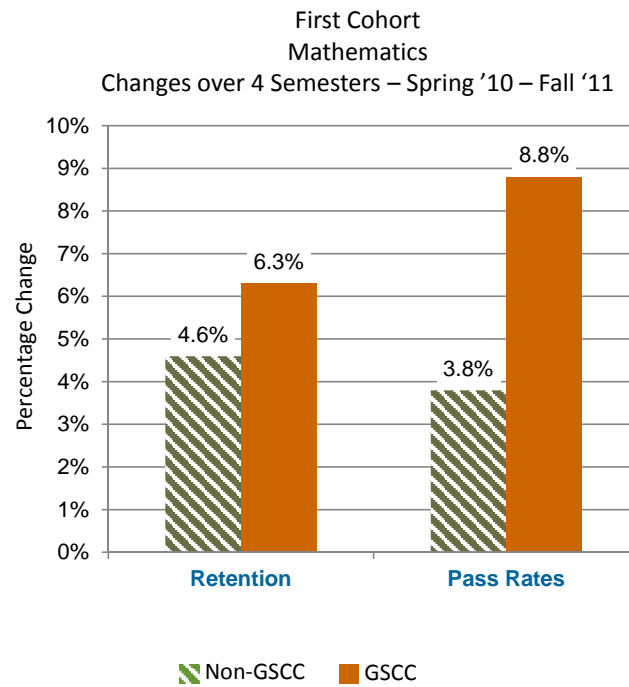
Week 6

Week 8

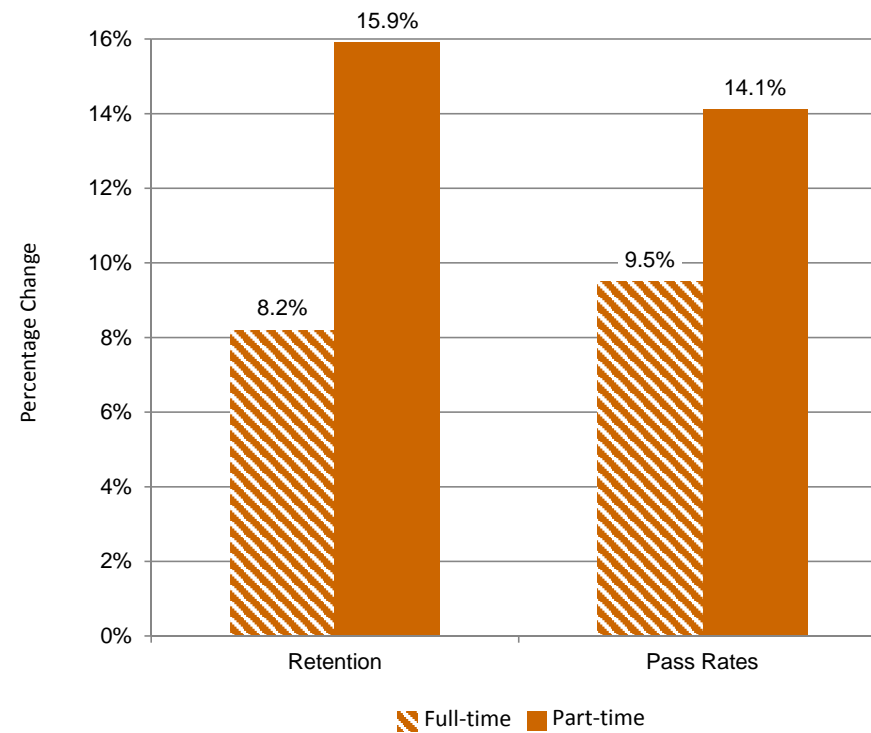
Challenge in Instruction
Classroom Climate Support
Group Activities
Instructional Evaluation
Instructor Personal Qualities
Instructor Skills
Organization in Instruction
Student Support-Individuals
Tailored Instruction
Variety in Instruction

Details

Power with Social



Cohort 2.0
Math & English combined and Adjuncts separated
Changes over 2 Semesters – Fall '12 – Spring '13





*Participating this year has helped me to be more reflective in every single action. I constantly analyze how each session went...it gave me the tools to think about every minute detail of a classroom. **Tagging the lessons helped me to see how each choice, action and event had a purpose and role in the students' success.** I truly believe (and hope) that this reflective action will follow me for the rest of my teaching career. (Eng. Prof, Kentucky)*

Worth far more to me personally and professionally than any single professional development activity in which I have participated. Of course this makes sense because it was significantly more substantial than most PD in which we engage. (Eng Prof, CO)

*I think the **continual self-evaluation and reflection** allowed us to work together to brainstorm improvements and positive tweaks to be more purposeful in our classrooms as opposed to just randomly reaching in the dark for ideas and techniques in **HOPE** of success. (Math Prof, NJ)*

***Speaking as an adjunct**, I also have valued the chance to share my teaching and get ideas from others. I can honestly say that this experience has been a life-line of sorts this year. In a “magic wand” instructional setting, I’d wish for the kind of honest, respectful and professionally challenging discussions we have online at weekly staff meetings. (Adjunct Math Prof, Mississippi)*



<https://reflectivelearninginstitute.laguardia.edu>

Reflective Learning Institute at LaGuardia Community College

Nancy Franklin, Director

nfranklin@lagcc.cuny.edu

